DOCUMENT RESUME

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ABSTRACT

The described multimedia program is for special education teachers who have been trained to work in specific special needs areas but who find themselves in an instructional setting that requires them to work in areas where they have no specific training. This descriptive report contains information on the contents of the modules that make up the program and the activities and resources involved in their use. Ordering information for materials and a critique of the program are included. (JD)

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ED173345

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: GET SET (Generic Education Training for Special Education Teachers)

Publication Date(s): Copyright, 1978

Intended Users: Special education teachers

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): All

Number: Group

Primary Focus: This multimedia program is intended for special education teachers who have been trained to work in specific special needs areas, but who find themselves in an instructional setting which requires them to work in areas where they have no specific training.

School subject(s) and/or inservice topic(s) covered:

The program is designed around several identified, validated competencies essential to the special education teacher in the generic setting. These competencies are listed in the program's Leader's Manual.

What participant does in using the materials:

Get Set is of modular design; each module focuses on a specified set of competencies. Each module has several related activities which participants complete either independently or in groups. Problem-solving is one major activity.

Resources:

This is a multimedia package designed to be used "developer-free". It includes a Leader's Manual, Book of Resources, manipulative materials, transparencies, filmstrips and audiocassetees. Considerable course preparation is needed from the group leader. Total program time: about 60 hours.

Describer critique:

This is a timely product and, like other programs by the same developers, a thorough one. It is a highly organized program which will actively involve participants in acquiring specific competencies.

SP 014 500

SE 55 (SE) Teaching Strategies, (TS) Problem Solving, (SE) Assessing Student Growth TD

1.0 PURPOSES:

Rationale

The development of this program coincides with the phase out of segregated special services. Because the majority of special needs children have been mainstreamed into the regular classroom, the need for special educators who are solely responsible for a limited number of students has diminished. However, the need for special educators who can provide a broad range of support to regular classroom teachers, and who can work with all types of handicapped children, has increased. The program, then, "is designed to prepare special education teachers to function in instructional settings where they must be prepared to serve all types of handicapped children and to provide support to regular classroom teachers."

Goals and Objectives

Each module in the program has its own specific learning objectives, related to the target competencies. The objectives for Module I: The Generic Special Education Teacher, are listed below as an example.

Module I: objectives

1. Participants will demonstrate knowledge of trends and issues in the delivery of services to handicapped children which have contributed to the demand for generic special education teachers.

2. Participants will be able to identify the roles and responsibilities of a generic teacher as described in this training program.

3. Participants will demonstrate knowledge of competencies identified as necessary for special education teachers to function successfully in a generic setting.

2.0 CONTENT — Scope and Sequencing of Topics:

GET SET (Generic Education Training for Special Education Training for Special Education Teachers) Consists of nine modules:

Module I	The Generic Special Education Teacher
Module II	Communication with Parents, Students and Co-workers in the Generic Setting
Module III	The Skills of Communication
Module IV	Planned Change - Specific Problems in Communicating with Parents, Co-workers and the Child in the Generic Setting
Module V	Planned Change through the Problem Solving Approach
Module VI	General Concepts in Assessment
Module VII	Performance Objectives and Task Analysis -- Critical Tools in Ongoing Assessment
Module VIII	Educational Planning and the Individual Instructional Plan (IIp)
Module IX	Designing and Constructing Instructional Materials

The components of the program include:

- Leader's Manual, 462 pp.
- Participant's Manual, 233 pp.
- Book of Resources
- 1 film, "Collaborative Problem Solving"
- 8 filmstrip/audiotapes (correlating to eight of the modules)
- 2 audiotapes
- 23 transparencies
- Manipulative materials (activity cards, puzzle)

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Get Set can be used in modular form or as a total program. Each module has specific activities related to the objectives stated at the beginning of the module. A Sequence of Activities Chart (Leader's Manual) names the activities, materials needed, equipment needed and estimated time for each module. In large groups, small groups and individually, participants complete the activities as outlined.

3.2 Help given in use of product:

The comprehensive Leader's Manual gives detailed "Instructions to the Leader" for every step in each module.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Quizzes, problems and assignments are included among the program activities, and are included in the Participant's Manual

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Equipment needed for program implementation includes a 16mm film projector, a filmstrip projector, an overhead projector, a cassette tape player, a screen and a viewing room. A leader, and perhaps a leader's assistant, are needed to make logistic arrangements and to present the program. Total time needed for complete program presentation is about sixty hours.

5.2 Distributor name/address:

Instructional Services
Educational Service Center, Region VIII
7703 North Lamar Blvd.
Austin, TX 78752 Attn. Donroy Hafner

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
GET SET	$360.00*	No	1 set	yes

* does not include shipping

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The program was developed and written by Helen P. Almanza and Phyllis Winford Lee, both consultants in Instructional Services at the Education Service Center, Region VII, Austin, Texas. Many other consultants are credited with contributions, notably: Maggie Sloan for the Assessment and Educational Planning Modules; Michael Curtis for the modules on communication; and, William Mosely for identifying the competencies.

6.2 How developed and when:

The program was produced "pursuant to a Title IVC grant from the United States Office of Education through the Texas Education Agency." It was developed in two stages: 1) the competencies were identified and validated by "190 special education teachers who actually worked in generic setting; 2) the modules were then developed and filed-tested.

6.3 Evidence of effectiveness with users:

During the second phase of program development, the content was field-tested. Revisions were then made on the basis of the field-testing.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The equipment and material needs associated with the program prohibit simple implementation; organizational/leadership requirements are considerable. Program audience is limited to special education teachers, although the material holds meaning for other educators. The filmstrips do not use the medium to its best advantage; there are too many frames with printed words, and few action pictures.

Content accuracy/social fairness/community acceptance issues:

Great care has been taken with this program to present a socially balanced picture: sexes, races and ethnic groups are fairly represented.

Overall summary/comment:

This is certainly a thorough approach to training special education teachers to work in the generic setting. The problem-solving activity-oriented aspects to the program help to insure that participants will acquire an experimental knowledge of the content. The printed materials are very well organized, and are clearly written. The technical quality of the media components, however, is only fair; they would have profited from a more demonstrative approach.